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GRADUATE SCHOOL

CONTINUING EDUCATION
FOR THE FEDERAL
COMMUNITY

U. S. DEPT. OF AGRICULTURE
NATIONAL AGRICULTURAL EXPERIMENT STATION

JUL 25 1968

Newsletter

CALENDAR OF EVENTS

CURRENT SERIAL RECORDS

July 1968

September 3, 1968

Annual Faculty Dinner

Note: There will be no Faculty Luncheon in August.

CONTINUING EDUCATION NEEDS OF OUR SOCIETY

Brice Ratchford, vice-president of the University of Missouri for off-campus education and Missouri Director of Extension, gave us a look at the scope -- and some of the problems -- of adult education at our July faculty luncheon.

"Adult education," he pointed out, "is the largest and most rapidly-growing portion of the educational world. Expenditures are already at the multi-billion dollar level and projected to go much higher.

"Adult education is being called upon to help achieve the social goals of this and previous administrations.

"Largest public expenditures are in poverty and job-related programs, such as the 'new careers' program of the Labor Department, the Job Corps, Title 5 of the OEO Act, and so on. These programs are all designed to help people qualify themselves for jobs.

"The second largest public expenditure is in efforts of the Federal government to upgrade its own employees. If the Armed Forces non-military educational programs and the value of time off the job are included as a cost, this expenditure is undoubtedly above a billion dollars.

"The third largest public expenditure is for economic and social development. I include in this category Cooperative and Agricultural Extension, State Technical Services Act programs, and the technology transfer programs of NASA and AEC.

"An area which traditionally has received little public but much private support is the retraining and upgrading of professional talent. This, however, is an area in which public expenditures may mushroom in the near future."



Dr. Ratchford noted that little public support is put into cultural enrichment and personal development programs, although some expenditures are made in this area by arts and humanities foundations. State, local, and university expenditures are largely the result of matching requirements of Federal programs -- but not entirely as State, local, and university resources far overmatch Federal funds for Cooperative Extension. In this area, private investment exceeds public support.

"Most segments of business are spending liberally for employee training," the speaker pointed out, "in programs varying from sophisticated executive development to providing educational experiences of the employee's own choosing. Educational opportunities are, in fact, increasingly a part of the fringe-benefit package. Some of this training is performed in-house, but increasingly it is being handled on a contract or fee basis with a recognized educational agency.

"Individuals also contribute substantially to the expenditures for adult education -- but this area is limited largely to the young and better educated who are ambitious for professional advancement and for personal development."

Dr. Ratchford named as the "solid basis for this greatly increased interest" in adult education:

1. The knowledge explosion -- which makes a large part of what we have known obsolete and destroys many jobs while creating new ones, and
2. The ever-higher level of training needed to perform at all in our present-day society.

In conclusion, Dr. Ratchford pointed up some of the problems in adult education.

"While I strongly believe in adult education and feel it can help achieve many goals and believe it will grow," he said, "I cannot leave the impression that all is ship-shape.

"I cannot help but question whether much of the training designed to equip the unemployed for jobs is nearly as valuable as it could be. It is now keyed to training for a specific job -- but in today's rapidly changing world, the kind of job being trained for sometimes disappears before the training is complete. Should not this training be more generalized and help prepare people for a number of jobs?

"Also, I wonder if there could not be more coordination of education programs, particularly at the Federal level.

"And then the question must be raised as to who is to do the educating? How much should be done in-house, how much by regular educational institutions, and how much by a new factor in the picture -- the education-for-profit firm?

"A major concern is making use of new media -- computers, teaching machines, TV, etc. The slowness of the educational establishment to make use of these may mean that the best opportunity in this field will go to the education-for-profit firms.

"I cannot help but wonder if adult education is not patterned too strongly after educational programs designed for youth -- this is abundantly clear in adult basic literacy programs, but is also probably true elsewhere. We need innovation in curriculum, methods, and materials.

"Also, I am concerned that too little adult education is for personal development and personal satisfaction. Education perhaps should become a major way to use creatively the increasing amount of leisure time, particularly on the part of senior citizens.

"Finally," the speaker concluded, "I am concerned about little is known of the dimensions of adult education and little is being done about the development of theoretical models to provide a needed framework for evaluation from an economic and sociological standpoint.

"Nevertheless, there is a great future for adult education and I would not want to be in any other field."

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AT THE BOOKSTORE

"Freedom from Hunger," Secretary of Agriculture, Orville L. Freeman's new book, is now available at our Graduate School bookstore. Price to committee and faculty members is \$4.46.

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FACULTY NOTES

Nelson P. Guidry, who teaches Graphic Methods of Presenting Statistics, is the author of a book, "Graphic Communication in Science: A Guide to Format, Techniques, and Tools," published by the National Science Teachers Association, a department of the National Education Association, Washington, D.C.

Four of the women written about in a recent publication called, "USDA Women in Action," published by the USDA Office of Personnel, are or have been associated with the Graduate School. They include Dorothy H. Jacobson, Assistant Secretary of Agriculture for International Affairs, who serves on our Committee on Public Administration; Nancy Goff, Chief of the Budget Branch, Office of Management Services, who is an instructor in Evening and Correspondence Programs; Ruth Nordin, Head of the Editorial Section, Information Division, Soil and Conservation Service, who taught in Evening and Special Day Programs; and Verna C. Mohagen, Personnel Director, Soil Conservation Service, who has taught in our Correspondence Program.

Joseph L. Fisher, President, Resources for the Future, Inc., and a member of our Social Sciences Departmental Committee, is the author of an article "Energy Needs: Expanding our Resources," published in The General Electric Forum, Summer 1968 issue.

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THE FIFTH FREEDOM

A portion of President Lyndon B. Johnson's Education
Message to the Ninetieth Congress

On January 6, 1941, President Franklin D. Roosevelt set forth to Congress and the people "four essential human freedoms" for which America stands.

In the years since then, those four freedoms -- 'Freedom of Speech, Freedom of Worship, Freedom from Want, and Freedom from Fear -- have stood as a summary of our aspirations for the American Republic and for the world.

And Americans have always stood ready to pay the cost in energy and treasury which are needed to make those great goals a reality.

Today -- wealthier, more powerful and more able than ever before in our history -- our Nation can declare another essential human freedom.

The fifth freedom is freedom from ignorance.

It means that every man, everywhere, should be free to develop his talents to their full potential -- unhampered by arbitrary barriers of race or birth or income.

We have already begun the work of guaranteeing that fifth freedom. The job, of course, will never be finished. For a nation, as for an individual, education is a perpetually unfinished journey, a continuing process of discovery.

But the work we started when this Nation began, which has flourished for nearly two centuries, and which gained new momentum in the past two Congresses -- is ours to continue -- yours and mine.

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John B. Fisher